

Comprehensive Progress Report

Mission:

We will strive to equip all students with the academic and social skills necessary to be successful within their environments.

Motto: "Be Your Bulldog B.E.S.T!"

B=Be Pawsitive (Behavior), E= Embrace Your Education (Academics), S=Sharpen Your Skills (Social/Emotional), T=Think Win-Win (Collaboration)

Vision: To fully equip students academically by striving to be the best performing elementary school in the district.

Goals:

Our goal is to grow all students in the area of reading over the next several school years, starting with a baseline data of 33% on the 2021-22 NC Reading EOG. By June 2023, FES benchmark status for reading will attain 40% proficiency as measured by the NC Reading EOG. By June 2024, FES will attain 52% reading proficiency as measured by the NC Reading EOG. By June 2025, FES will attain 52% reading proficiency.

Our goal is to grow all students in the area of math over the next several years, starting with a baseline data of 41.6% on the 2021-22 NC Math EOG. By June 2023, FES benchmark status for math will attain 52.1% proficiency as measured by the NC Math EOG. By June 2024, FES will attain 65% math proficiency as measured by the NC Math EOG. By June 2025, FES will attain 67.9% math proficiency as measured by the NC Math EOG.



! = Past Due Objectives		KEY = Key Indicator				
Core Function:		Dimension A - Instructional Excellence and Alignment				
Effective Practice:		Student support services				
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Our work at Fallston Elementary School includes: Tier 2 and 3 interventionists feel comfortable with the academic reading and math protocols. Progress monitoring data is collected and recorded for students with an academic tier plan. It is not consistently documented by classroom Tier		Limited Development 07/29/2019		

2 groups.

Quick links document for staff to refer to when choosing interventions- for academics (math/reading) and behavior or social/emotional have been created and added to our FES Staff Handbook.

Family Engagement Opportunities to show how to use FES Online Support Tools at home. Online Tools are Reading Plus, IXL, PowerSchool, Reading Eggs, Brain Pop/Brain Pop Jr.

Provided professional development for staff for intervention protocols.

- * Math Protocols
- *Reading Comprehension/Fluency Protocols
- *Behavioral Protocols
- *SEL Protocols

6/2/21:

Integrity/fidelity checks are completed, Intervention protocols are utilized by Tier 2/3 staff, and we created Tier 2/3 behavior/SEL protocols and staffing have been created. Will implement in 2021-22 school year due to Covid.

*Needs Assessment - 5/3/24 -- A professional development was shared at the beginning of the year to review this with grade levels; support staff was not included on this training.

24. All interventions and protocols are used by material given to us by our district. Monitoring can be improved.

25. Behavior groups have been utilizing protocols provided by the district. Groups were not pulled consistently and staffing has been an issue. There is inconsistency with how office referrals are handled and in a timely manner. Students are acting out to get to go to ISS, because they are having fun. Behaviors are atrocious right now.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

<p>How it will look when fully met:</p>	<p>Our work at Fallston Elementary School still needs the following to meet the standards of this indicator:</p> <ul style="list-style-type: none"> *Create flow chart for navigating tiers of Behavior/SEL. *Staff involved will know how to access the protocols, interventions, and progress monitoring for the tiered interventions in Reading and Math. *All staff will understand CCS protocols for Tier 2 Behavior/SEL, Reading, and Math *All staff will implement all tiered instruction with fidelity. *All staff will use CCS Progress Monitoring and that data will be analyzed each quarter. *Needs Assessment - 5/3/24-- A professional development was shared at the beginning of the year to review this with grade levels; support staff was not included on this training. <p>24. All interventions and protocols are used by material given to us by our district. Monitoring can be improved.</p> <p>25. Behavior groups have been utilizing protocols provided by the district. Groups were not pulled consistently and staffing has been an issue. There is inconsistency with how office referrals are handled and in a timely manner. Students are acting out to get to go to ISS, because they are having fun. Behaviors are atrocious right now.</p>		<p>Ryan Etheridge</p>	<p>05/30/2025</p>
<p>Actions</p>		<p>0 of 6 (0%)</p>		
<p>7/14/20</p>	<p>Acquire tutors to assist with meeting the needs of Tier 2 and Tier 3 students in the areas of academics (reading/math), behaviors, and social/emotional needs.</p>		<p>Ryan Etheridge</p>	<p>10/31/2024</p>
<p><i>Notes:</i></p>				
<p>6/2/21</p>	<p>Training/Support for staff in the areas of accessing and utilizing the protocols, interventions, and progress monitoring for Tier 2/Tier 3 students in areas of Reading, Math, Behavior, and Social/Emotional</p>		<p>Casey Snellings</p>	<p>10/31/2024</p>
<p><i>Notes:</i></p>				

	6/4/24	Implement consistency of addressing office referrals in a timely manner (within 24-48 hours when possible). This includes discussion, consequences, contacting families, and entering data into Incident Reporting system of Power School.		Ryan Etheridge	12/31/2024
	<i>Notes:</i> Review monthly with SIT/MTSS LT to monitor implementation consistency.				
	7/14/20	Collect and analyze progress monitoring data for students with a behavioral tier plan.		New Counselor	05/18/2025
	<i>Notes:</i>				
	6/5/23	All staff implement all tiered instruction with fidelity as measured by walkthroughs and fidelity checks.		Ryan Etheridge	05/18/2025
	<i>Notes:</i>				
	6/5/23	All staff will use CCS Progress Monitoring resources and adhere to dates in order to analyze data each quarter in the areas of Reading, Math, Behavior, and Social/Emotional.		Casey Snellings	05/18/2025
	<i>Notes:</i>				
Implementation:			06/04/2024		
	Evidence	6/3/2024 FES Title 1 Folder Documentation System			
	Experience	6/3/24 Quick Link Documents for Reading, Math, and Behavioral interventions at the Tier 1, 2, and 3 levels have been created and shared. Family Engagement activities have provided supports for students and families at home. Evidence in Tier Plans with progress monitoring for reading, math, and behavior plans			
	Sustainability	6/3/24 Use the tier plans and testing data each data day. Training of tutors and staff in new/different programs and protocols as needed. Refresher training for Dibels.			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Our work at Fallston Elementary School includes:

EC uses the Second Step Program with students needing social-emotional support.

Completed the ACES.

6/2/21:

Staff trained in CRM, Restorative Practices/Justice, and Islamic cultural diversity.

Implemented the Resiliency Room and staff used various calming techniques with students in their classrooms.

SEL lessons/curriculum were provided for grade levels with a scope & sequence for a 15-20 minute instructional time daily.

Needs Assessment - 5/3/24--. Instructional expectations for SEL are in the handbook and was created several years ago. Grade levels have access to make adjustments. Data is collected. Links aren't working in the plan given to teachers to use for instruction.

No Development
07/29/2019

	Priority Score: 2	Opportunity Score: 1	Index Score: 2		
How it will look when fully met:	<p>Our work at Fallston Elementary School still needs the following to meet the standards of this indicator:</p> <p>Need a community resiliency (CRM) training for new to FES staff and/or any that need refreshers.</p> <p>Build staff understanding and then create a plan to address social and emotional management strategies and skills.</p> <p>Need plan to review best tips and strategies for SEL situations. (Staff PD and PLC Discussions)</p> <p>* DOJO review best practices and school-wide fidelity</p> <p>Implement Sharpen Your Skills time daily for SEL instruction school-wide. Adjust Scope & Sequence as needed throughout year (update links and materials).</p> <p>Create a Bulldog News program that is engaging for students. Incorporate SEL topics/videos, birthdays, announcements, and special events. This needs to be a video and/or live -- no podcasts.</p>			Ryan Etheridge	05/30/2025
Actions			0 of 5 (0%)		
10/3/21	Review use of Calming Corner in each instructional setting for students to utilize resources for calming self (15 minutes or less) and return to classroom instruction.			Ryan Etheridge	08/31/2024
	<i>Notes:</i>				
6/4/24	Train new to FES staff on CRM, Zones of Regulation, and Restorative Justice.			Ryan Etheridge	09/30/2024
	<i>Notes:</i>				
6/2/21	Implement DOJO review/training for staff/families at BOY. Goal is 100% connection.			Ryan Etheridge	09/30/2024
	<i>Notes:</i>				

6/4/24	Implement a Bulldog News process to provide an engaged morning viewing. Use of various students with various content (birthdays, lunch menu, SEL, "special event of the day", Special area information, and announcements about events.)		Ryan Etheridge	10/31/2024
<i>Notes:</i>				
6/2/21	Continue implementation of Sharpen Your Skills time each day. Modify Scope & Sequence by grade level to update links and materials.		Ryan Etheridge	05/31/2025
<i>Notes:</i>				
Implementation:		06/04/2024		
Evidence	6/6/2022 FES Title 1 Folder System - 2021-22			
Experience	6/6/2022 Staff has been trained in CRM, Restorative Justice/Practices, Class DOJO, SEL curriculum through Canvas courses and live sessions. Staff has implemented Sharpen Your Skills curriculum consistently. Coaches worked in depth with Tier 2 and Tier 3 behavioral needs and social/emotional issues.			
Sustainability	6/6/2022 Review of lesson/pacing; review of protocols and strategies as requested or as needed			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date

Initial Assessment:

Current Implementation Efforts:

- * The school has established a team structure among teachers with specific duties and time for instructional planning.
- * Daily/Weekly duty schedules are created yearly to provide for a safe and orderly arrival and dismissal, while minimizing loss of teacher planning time. (Arrival/Dismissal plan for staff and students in staff handbook.)
- * Grade Level teams are provided input in the daily time of their special & WIN time schedules. They are given recess and lunch times. Each day, teachers have an allotted 45 minutes of common grade level planning.
- * Master School Schedule is available in the FES Staff Handbook that addresses all areas of planned time in the school day.
- * Teaming structure for district, school, and teacher teams in place to support MTSS with academics, behavior, SEL and attendance. Our team works together.
- * Ares of focus for MTSS systems and data analysis occurs through SIT and Leadership Team meetings. This information is communicated back to grade levels by case colleagues.
- * Completion of Year 1 in LETRS: The Science of Reading and in implementation of Wit & Wisdom.
- * MTSS LT allocates resources based on the needs of students- we have tutors and Title 1 teachers and group students in tier groups as data suggests.

Limited Development
06/14/2022

How it will look when fully met:	<p>Continuation of the "Current Implementation Efforts" listed above.</p> <p>Include:</p> <ul style="list-style-type: none"> *Professional Development and support in MTS needs -differentiation for student needs in the small groups of WIN time and in instructional centers during whole class time. PD and coaching will be provided for tier 2 instruction Math and Reading based on CCS protocols. *Routine Walk Throughs and Feedback/Modeling for teachers as needed and/or requested. *Include tutors and TA's in PD based on their area of instruction/intervention. 		Ryan Etheridge	05/30/2025
Actions		0 of 5 (0%)		
8/27/23	Create a schedule for Teaching Assistants to utilize their PD trainings to support at-risk students in Grades K-5, updating as needed after each Data Day. "Lunch & Learn"		Casey Snellings	10/30/2024
<i>Notes:</i>				
6/4/24	PLCs targeting the implementation of Math Strategies based on CCS District goals for instructional rigor.		Casey Snellings	12/31/2024
<i>Notes:</i>				
6/14/22	PD and Coaching will be provided to all involved staff for Tier 2 instruction in the areas of Reading and Math based on CCS protocols.		Casey Snellings	04/30/2025
<i>Notes:</i>				
8/27/22	Conduct monthly walkthroughs for all instructional areas and FES systems.		Ryan Etheridge	05/30/2025
<i>Notes:</i> Both Admin will conduct walkthroughs (Principal & AP)				
6/2/23	Administration/CTC support with grade levels for unpacking, pacing, and implementation for ELA tools for instruction: Reading Horizons, Morpheme Magic, Heggerty, and Wit & Wisdom Modules 1-4.		Ryan Etheridge	05/30/2025
<i>Notes:</i>				